SOCI 459/559: Religion and Public Life

Spring 2018

January 23, 2018

Instructor: Prof. Elaine Howard Ecklund
Herbert S. Autrey Chair in Social Sciences

Office: 550A Sewall Hall
Office Hours: By appointment
Office Phone: x6761 or 2943
Email: ehe@rice.edu

Day and Time: Tues, 2:30-5:20pm
Place: Lovett Hall, Entrance C, Suite 402

Course Description

Through this course you will use the tools of social science to understand how religion shows up in public life, both in the United States and around the globe. Despite many predictions that religion would gradually fade away at the dawn of modernity, scholars have documented the remarkable persistence, or even growth, of religion around the world. The United States is not an exception to the trend of the continued persistent importance of religion in public life. *And yet,* religion is continuing to change form and increasing religious diversity has also sometimes led to increasing polarization around issues of religion in the public sphere, tensions and possibilities that have direct relevance to public policies.

We will address the larger topic of religion in public life through four distinct sections of the course. In the *first section*, we will establish an epistemology and methodological toolkit for understanding religion, attempting to define what public religion is and how we might see it and understand it. The *second section* will focus on how religion interfaces with various institutions and spheres of social life. We will collectively investigate how religion shapes public views and public policy on the law, politics, gender, families, sexuality, science, race, immigration, education, and the workplace. We will also identify core debates about religion in each of these institutional settings. In *the third section*, we will explore how religion can help or hurt democratic and other national public processes. In particular, we will examine the connections between and among religion and terrorism/violence, how religion enables social movements, and the role of religious organizations in providing social services, both domestically and abroad. We will also apply our knowledge of religion to exploring how we might study religion in public life in different national contexts as well as how we might engage in productive debate about religion in the public sphere. During this section – to the extent that you are interested in doing so -- we will evaluate tools for crossing sociopolitical divides created or influenced by religion.

By the end of the semester I hope you will be able to:

- Better understand what constitutes religion and how it intersects with public life

- Articulate the relationship between religion and the state in the US, as well as how such a relationship differs across national contexts
- Gain tools for understanding and studying religion in different social contexts.
- Identify how religion shapes various institutions and spheres of public life
- Understand the current debates about religion in public discourse
- Have tools to engage in civil and informed dialogue around issues of religion
- Know how to write a persuasive opinion editorial
- Know how to craft an argument in a long paper
- Perhaps change your mind about something or someone

ASSIGNED JOURNAL ARTICLES AND BOOK CHAPTERS:
A number of journal articles and book chapters are required reading for the course. Within the next few days these materials will be on the CANVAS site for the course. *Students are expected to read each set of articles or chapters before the start of class, and to be prepared to participate in class discussions about the methods and topic.* These readings are listed in the course outline below. Part of what we will be discussing during the first and second course meeting is strategies for assimilating all of the reading in a usable way.

ATTENDANCE AND LATE POLICY:
Missing class will result in serious repercussions, not only in terms of your grade (10% of your final grade is based on class attendance *and participation*, meaning that it is not enough to simply show up to class but that you must actively participate in class discussion), but in your understanding of the material as well. Researchers find that the frequency of class attendance correlates with grade performance *and* – perhaps more important – in the degree to which students assimilate materials. Assigned work that is turned in late on the due date (all assignments are due at the beginning of class) will be penalized. Late papers can be emailed to me. **Fair warning:** All work submitted via email is NOT considered turned in until you get an email from me confirming that I have received it.

Statement on Disability
Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities will need to also contact Disability Support Services in the Allen Center. The Director of Disability Support Services is Alan Russell (adarice@rice.edu).

Assignments

1. **Memos (2 memos – sign up on Canvas – 10 percent of grade)**
   Each student (both graduate students and undergraduate students) will write two 1-2 page memos (single-spaced, 12 pt font, 1-inch margins, Times New Roman font). These memos should discuss three main points from the readings and end with three questions about the readings. As the semester progresses these short papers can incorporate interaction with readings from previous weeks. The last page of the memo should be a bibliography (not included as part of text count).

The bibliography itself should follow ASA style guidelines, which are described at the end of this syllabus. The 1-2 page papers should be uploaded to Canvas by 9A the morning before the class occurs. A discussion of the requirements for these papers will occur during the first class.

2. **The Op Ed Project (2 opinion editorials – 10 percent of grade)**
   Take one of the topics in section three of the course (politics, science, the family, gender/sexuality, race/immigration, education/the workplace) and write an op-ed using research to argue for a point of view (800-1200 words).

3. **Final paper assignment (10-15 pages undergrads, 15-20 pages grads – 50 percent of grade)**
   For the final paper assignment, students will write a paper on a theme related to religion and public life. This assignment will be broken into four different assignments.

   A 2-3 page overview of the topic for your final paper is due at 9am on January 30 (**5 percent of entire course grade**).

   An introduction to the paper and annotated outline of 8-10 pages is due at 9am on April 3 (**10 percent of entire course grade**).

   During the last day of class each student will make an 8-10 minute presentation about their topic (**5 percent of entire course grade**).

   The final paper is due at 5pm on April 27 (**30 percent of entire course grade**). All assignments, with the exception of the final paper, are due at 9am the day the assignment is due. Papers can be in the form of a research proposal, research paper, or grant proposal. Here are some possible paper ideas if you are having trouble coming up with one: A paper defining public religion, discussing a methodology for studying it, and arguing for its importance for understanding society; Pick a public institution (i.e. science) and interrogate how religion comes up in that sphere; Discuss how religion can help or hurt by looking at a specific topic (violence, religious aid, etc.); Discuss and evaluate models for civic discourse around religion.

4. **Participation and Discussion Leading for a Day (10 percent of grade)**
   Each student will lead a 1-hour class discussion where she presents an overview of the readings and guides the class in a discussion about them; the rest of the participation grade is the student's general participation. *Students who are leading the discussion must provide a handout and overview of questions to facilitate discussion leading via email to ehe@rice.edu by 4P the day before they are due to lead the discussion.*

5. **Exam for undergraduates and graduate students (20 percent of grade)**
   Students will take an essay exam during class; for graduate students this exam will model the form of a comprehensive examination.

Grades
All students must submit all required work to receive a passing grade. Even if you are taking this course pass/fail, all assignments must be handed in to receive a grade of "pass."

Summary of Grades
Weekly memos, 2 (10 percent of grade)
Opinion editorials, 2 (10 percent of grade)
Long paper assignment (50 percent of grade)
Participation and discussion leading (10 percent of grade)
Exam (20 percent of grade)

Summary of Due Dates
Weekly Memos (students choose due dates)
Leading Class Discussion (students choose due date)
Opinion editorials:
    Op ed #1 (February 6)
    Op ed #2 (March 20)
Final Exam (April 10)
Final paper assignment:
    2-3 page topic overview (January 30)
    Introduction and annotated outline (April 3)
    Class presentation (April 17)
    Final paper (April 27)

Honor Code
Students are expected to abide by the Rice Honor System. A more extensive discussion of plagiarism is included at the end of this syllabus.
(**http://honor.rice.edu/emplibrary/Student%20Handbook%20(rev%201-1-08).pdf**).

Classroom Expectations
My expectations of you include the following:

1) I expect that you will give me and your colleagues (and any guest speakers should we have them) your complete attention when you are in the course. This means that you will **not** sleep, read the newspaper, fiddle with or talk on your cell phone or any other electronic device, check e-mail, text, surf the web or eat during class. **Immediately upon entering the classroom, turn off your phone** if you have one. Put away your readings for other classes. Don't pass notes or talk to other students outside of class discussion and group work.

2) When another student is speaking, please give that student your undivided attention.

3) It is extremely disruptive when students come to class late, leave early, or start packing up belongings before we are finished. Please do not do this.

4) Come to class prepared and ready to learn. Complete the reading assignments before coming to class. Ask questions in class/answer questions and be sure to participate in discussions.

5) Be respectful of me and of your classmates. Don't interrupt or talk while someone else is talking. Be as polite as possible.

6) If you have a dispute or grievance about the course, please provide me an outline in writing. I generally do not change student's grades (except under very specific circumstances) and especially not because of verbal conversations in my office.

7) I want to know how things are going for you in the course. If something is not working, tell me! I value your feedback, and want to make this an enjoyable and challenging learning experience for you.

I deeply enjoy my work and can think of little that I would rather be doing than working as your professor. You can expect the following of me:

1) I will be organized and prepared for every class meeting.

2) I will be attentive to your concerns and try my hardest to make the course material interesting, fun, accessible, and useful to your own development as a scholar.

3) I will grade fairly and promptly. Your grade will be based on your performance and not any personal consideration (such as race, gender, class, religion, or whether or not you and I agree or disagree about a particular issue). I will do my best to return assignments within one week after they are turned in.

4) When you are speaking during class or when we meet during our office hours, I will do my very best to give undivided attention.

5) I will stick to the syllabus as closely as possible.

6) As a matter of keeping the classroom a conducive learning environment for each of you and respecting the kind of resources (money, time, otherwise) that you are giving to be here, I will not tolerate inattention or lack of respect or civility directed towards me or towards other students.

7) I know you have other commitments besides this course and consequently I will begin and end class on time.

Note: I may change the syllabus AND ASSIGNMENTS as necessary (I will not increase the level of work). You are responsible for all changes and information presented in the course, regardless of whether you attended class.

Part I: Epistemology and Methodology of Public Religion

Week 1, January 9: Why is This Course Important and Needed?

Undergrad and Grad Readings
Durkheim, Emile. [1912]1995. "Definition of Religious Phenomena and of Religion." Pp. 21-44 in *The Elementary Forms of Religious Life*, trans. by K.E. Fields. New York: Free Press. (undergrads and grads)

Geertz, Clifford. 1973. "Religion as a Cultural System." Pp. 87-125 in *The Interpretation of Cultures.* New York: Basic Books. (undergrads and grads)

Weber, Max. [1922]1993. "The Rise of Religions." Pp. 1-19 in *The Sociology of Religion.* Boston: Beacon Press. (undergrads and grads)

Undergrads: 79 pages

Grad Readings
Geertz, Clifford. 1973. "Deep Play: Notes on the Balinese Cockfight." Pp. 412-454 in *The Interpretation of Cultures.* New York: Basic Books. (grads)

Stark, Rodney, and Roger Finke. 2001. *Acts of Faith: Explaining the Human Side of Religion*. Berkeley: University of California Press. Pp. 1-56. (grads)

Grads: 176 pages

Reading Questions (undergrads and grads)
1. Compare and contrast the definitions of religion presented by Geertz, Durkheim, and Weber. What do they have in common? How are they different?
2. To what extent can we use these classical definitions to understand religion in the United States or more globally?
3. Describe Stark and Finke's unique approach to religion; what does it add? what does it leave out in terms of our understanding of public religion??

Week 2, January 16: Religion and Civic Engagement

Bob Thomson, RPLP postdoctoral fellow, will host class

Undergrad and Grad Readings
Bartkowski, John P., and Helen A. Regis. 2003. *Charitable Choices: Religion, Race, and Poverty in the Post-Welfare Era*. New York: New York University Press. Pp. 60-85. (undergrads and grads)

Cnaan, Ram. A. 2006. *The Other Philadelphia Story: How Local Congregations Support Quality of Life in Urban America*. Philadelphia: University of Pennsylvania. Pp. 63-75. (undergrads and grads)

Ecklund, Elaine Howard, Celina Davila, Michael O. Emerson, Samuel Kye, and Esther Chan. 2013. "Motivating Civic Engagement: In-Group versus Out-Group Service Orientations among Mexican Americans in Religious and Nonreligious Organizations." *Sociology of Religion* 74(3):370-391**.** (undergrads and grads)

Putnam, Robert D., and David E. Campbell. 2010. "Religion and Good Neighborliness." Pp. 443-492 in *American Grace: How Religion Divides and Unites Us*. New York: Simon and Schuster. (undergrads and grads)

Undergrads: 107 pages

Grad Readings
Cnaan, Ram. A. 2006. *The Other Philadelphia Story: How Local Congregations Support Quality of Life in Urban America*. Philadelphia: University of Pennsylvania. Pp. 76-103. (grads)

Levitt, Peggy. 2008. "Religion as a Path to Civic Engagement." *Ethnic and Racial Studies* 31(4):766-791. (grads)

Reading Questions (undergrads and grads)
1. According to Cnaan (2006), why are religious congregations like extended family members?
2. What is bridging social capital (Ecklund et al. 2013; Putnam and Campbell 2010)? What does it have to do with civic engagement?

Reading Questions (grads)
1. According to Levitt (2008), what skills do congregations provide that enable civic engagement?

Grads: 159 pages

Discussion Leader: Dan Bolger

Memo Writers (2): Dan Bolger

Week 3, January 23: How Do We Study Public Religion?// Issues of diversity and pluralism part I

Amy McCaig, Sr. Media Relations Specialist, visits class today

Undergrad and Grad Readings
Bellah, Robert. 1967. "Civil Religion in America." *Daedalus* 96(1):1-21. (undergrads and grads)

Putnam, Robert D., and David E. Campbell. 2010. "Religious Polarization and Pluralism in America." Pp. 1-36 in *American Grace: How Religion Divides and Unites Us.* New York: Simon & Schuster. (undergrads and grads)

Wuthnow, Robert. 2003. "Studying Religion, Making It Sociological" in *Handbook of the Sociology of Religion* edited by Michele Dillon. New York: Cambridge University Press. Pp. 16-30. (undergrads and grads)

Wuthnow, Robert. 2015. "In Polls We Trust." *First Things*, August 2015. Retrieved from (https://www.firstthings.com/article/2015/08/in-polls-we-trust). (undergrads and grads)

Undergrads: 81 pages

Grad Readings (need to do 1/30)

Alexander, Jeffrey C. 2003. Chapter 1 of *The Meanings of Social Life: A Cultural Sociology*. New York: Oxford University Press. 3-26. *ISBN:0195160843*

Berger, Peter. 1967. *The Sacred Canopy: Elements of a Sociological Theory of Religion*. New York: Doubleday. Pp. V-52. (grads)

Hackett, Conrad, and D. Michael Lindsay. 2008. "Measuring Evangelicalism: Consequences of Different Operationalization Strategies." *Journal for the Scientific Study of Religion* 47(3):499-514. (grads)

Markofski, Wes. 2015. "The Public Sociology of Religion." *Sociology of Religion* 76(4): 459-475.

Grads: 210 pages

Potential In-Class Reading
Campolo, Tony. 2016. "Why I No Longer Call Myself An Evangelical." *Christian Today*, September 27. Accessed from (http://www.christiantoday.com/article/tony.campolo.why.i.no.longer.call.myself.an.evangelical/96407.htm)

Reading Questions (undergrads and grads)

1. What are some of the challenges researchers face when trying to measure religion using social science tools?
2. According to Wuthnow (2015), what types of things should we look for when we see the results of a poll or survey?

Reading Questions (grads)

1. Hackett and Lindsay (2008) explore various ways that Evangelicals have been defined within research studies. Which of the studies that they outline provides the best operational definition of the group? Why is this the best understanding?

Discussion Leader: Colton Cox

Memo writers (2): Colton Cox

Week 4, January 30: Religious Diversity and Pluralism

Note: Class to end early today due to RPLP Religious and Civic Leader Gathering, 5:00-6:30pm at Dr. Ecklund home. All students are invited to attend. Details to come.

Undergrad and Grad Readings

Juergensmeyer, Mark, Dinah Griego, and John Soboslai. 2015. *God in the Tumult of the Global Square: Religion in Global Civil Society*. Oakland, CA: University of California Press. Pp. 35-55. (undergrads and grads)

Prothero, Stephen. 2010. *God is Not One: The Eight Rival Religions that Run the World*. New York: HarperOne. Pp. 1-24. (undergrads and grads)

Wuthnow, Robert. 2005. *America and the Challenges of Religious Diversity*. New Jersey: Princeton University Press. Pp. 75-105. (undergrads and grads)

Undergrads: 73 pages

Grad Readings

DiMaggio, Paul. 1997. "Culture and Cognition," *Annual Review of Sociology.* 23:263–87.

Patel, Eboo. 2012. *Sacred Ground: Pluralism, Prejudice, and the Promise of America*. Boston: Beacon Press. Pp. 65-87. (grads)

Prothero, Stephen. 2010. *God is Not One: The Eight Rival Religions that Run the World*. New York: HarperOne. Pp. 25-100. (grads)

Grads: 170 pages

Reading Questions (undergrads and grads)

1. According to Wuthnow (2005), how is pluralism different than diversity?
2. What do many new religious movements around the world have in common according to Juergensmeyer et al. (2015)? What are the various ways in which religion is public?

Reading Questions (grads)

1. According to Prothero (2010), what is Pentecostalism and why is it significant to our understanding of global Christianity in the 21st century?

Discussion Leader: Julian Culver

Memo writers (2): Julian Culver, Sharan Mehta

*****FINAL PAPER 2-3 PAGE TOPIC OVERVIEW DUE TODAY*****

*****Class Check In: Evaluation of the Course So Far*****

Part II: Religion and Public Institutions

Week 5, February 6: Religion, the Law and State, and Forms of Religious Discrimination

Betsy Barre, Associate Director of the Center for Teaching Excellence, visits class today

Undergrad and Grad Readings

Berger, Peter, Grace Davie, and Effie Fokas. 2008. *Religious America, Secular Europe? A Theme and Variations*. New York: Routledge. Pp. 9-21, 71-95. (undergrads and grads)

Carol, Sarah, Marc Heibling, and Ines Michalowski. 2015. "A Struggle for Religious Rights? How Muslim Immigrants and Christian Natives View the Accommodation of Religion in Six European Countries." *Social Forces* 94(2):647-671. (undergrads and grads)

Green, Emma. 2016. "Most American Christians Believe They're Victims of Discrimination." *The Atlantic,* June 30. Accessed from (https://www.theatlantic.com/politics/archive/2016/06/the-christians-who-believe-theyre-being-persecuted-in-america/488468/). (undergrads and grads)

Peek, Lori. 2004. "Constructing the Enemy during Times of Crisis: America after 9/11." *Divide: Journal of Writing and Ideas* 1(2):26-30. (undergrads and grads)

United States Commission on International Religious Freedom. 2014. "Annual Report." Pp. 1-3, 11-23. Accessed from (http://www.uscirf.gov/sites/default/files/USCIRF%202014%20Annual%20Report%20PDF.pdf). (undergrads and grads)

Undergrads: 82 pages

Grad Readings

Gordon, Sarah Barringer. 2010. *The Spirit of the Law: Religious Voices and the Constitution in Modern America*. Cambridge: Harvard University Press. Pp. 15-55, 96-132. (grads)

Wuthnow, Robert. 1988. *The Restructuring of American Religion*. Princeton: Princeton University Press. Pp. 54-70. (grads).

Grads: 174 pages

Reading Questions (undergrads and grads)
1. Why do Berger, Davie, and Fokas (2016) think that Europe, rather than the US, should be considered an exception when thinking about world religion?
2. According to Carol et al. (2010), how might the laws of the state be interpreted differently for majority religious groups compared to minority religious groups?

Reading Questions (grads)
1. What does Wuthnow (1988) mean when he talks about the restructuring of American religion? Why did religious institutions have to restructure themselves?

OP ED #1 DUE AT 9A TODAY; POST TO CANVAS

Discussion Leader: Michael McDowell

Memo writers (2): Raul Casarez, Michael McDowell

Week 6, February 13: Religion and Politics

Undergrad and Grad Readings
Galli, Mark. 2016. "After Trump, Should Evangelical Christians Part Ways?" *Christianity Today*, November 10. Accessed from (http://www.christianitytoday.com/ct/2016/november-web-only/should-evangelicals-part-ways.html?utm_source=ctdirect-html&utm_medium=Newsletter&utm_term=9454911&utm_content=476801081&utm_campaign=email). (undergrads and grads)

Putnam, Robert D., and David E. Campbell. 2010. "Religion in American Politics." Pp. 369-418 in *American Grace: How Religion Divides and Unites Us*. New York: Simon & Schuster. (undergrads and grads)

Wilson, Erin K. 2014. "Theorizing Religion as Politics in Postsecular International Relations." *Politics, Religion, & Ideology* 15(3):347-365. (undergrads and grads)

Undergrads: 73 pages

Grad Readings
Campbell, David E., John C. Green, and Geoffrey C. Layman. 2011. "The Party Faithful: Partisan Images, Candidate Religion, and the Electoral Impact of Party Identification." *American Journal of Political Science* 55(1):42-58. (grads)

Manglos, Nicolette D., and Alexander A. Weinreb. 2013. "Religion and Interest in Politics in Sub-Saharan Africa." *Social Forces* 92(1):195-219. (grads)

Williams, Rhys. 1999. "Visions of the Good Society: The Religious Roots of American Political Culture." *Sociology of Religion* 60(1):1-34. (grads)

Grads: 146 pages

Reading Questions (undergrads and grads)
1. Williams (1999) identifies three different visions for the public good in the United States. How are such visions utilized by non-religious groups to support their goals? Can you think of a group that utilizes more than one vision?
2. Putnam and Campbell (2010) explain a number of misconceptions about the so-called "God Gap." Describe these nuances and explain which of the ones they describe was most surprising for you?

Reading Questions (grads)
3. Why do Manglos and Weinreb (2013) think that religion motivates people toward political engagement?

Discussion Leader: Allan Farrell

Memo writers (2): Allan Farrell, Michael McDowell

Week 7, February 20: Religion and Science

Undergrad and Grad Readings
Ecklund, Elaine Howard, and Christopher Scheitle. 2017. *Religion Vs. Science: What Religious People Really Think*. New York: Oxford University Press. Ch. 1, 5-6. (undergrads and grads)

Evans, Michael S. 2015. *Seeking Good Debate*: *Religion, Science, and Conflict in American Public Life*. Berkeley: University of California Press. Pp. 1-22. (undergrads and grads)

Gould, Stephen Jay. 1997. "Nonoverlapping Magisteria. " *Natural History* 106:16-22. (undergrads and grads)

Harris, Sam. 2009. "Science is in the Details." *The New York Times*, July 26. Accessed from (http://www.nytimes.com/2009/07/27/opinion/27harris.html). (undergrads and grads)

Van Biema, David. 2006. "God vs. Science," *Time*, November 5. Accessed from (http://content.time.com/time/magazine/article/0,9171,1555132,00.html). (undergrads and grads)

Undergrads: 83 pages

Grad Readings
Gauchat, Gordon. 2012. "Politicization of Science in the Public Sphere: A Study of Public Trust in the United States, 1974 to 2010." *American Sociological Review* 77(2): 167-187. (grads)

Evans, John H., and Michael S. Evans. 2008. "Religion and Science: Beyond the Epistemological Conflict Narrative." *Annual Review of Sociology* 34:87-105. (grads)

Grads: 121 pages

Reading Questions (undergrads and grads)
1. According to Evans (2015), what are the rules of "good" debate and why are they important for the dialogue between science and religion in the public sphere?
2. According to Ecklund and Scheitle (2017), how do ideas about God and what it means to be human affect how religious people evaluate science?

Reading Questions (grads)
1. Why do Evans and Evans (2008) think that the assumption that religion/science conflicts are related to epistemology has limited productive dialogue?

Discussion Leader: Sharan Mehta

Memo writers (2): Sharan Mehta, Esmeralda Sanchez

*****Formal Mid Term Evaluation of the Class: Students Evaluate the Course****

Week 8, February 27: Religion, Gender, Sexuality, and the Family

Bob Thomson, RPLP postdoctoral fellow, will host class

John Bartkowski skypes into class today

Undergrad and Grad Readings
Bartkowski, John P. 2004. *The Promise Keepers: Servants, Soldiers, and Godly Men*. New Brunswick, NJ: Rutgers University Press. Pp. 44-66. (undergrads and grads)

Edgell, Penny. 2006. *Religion and Family in a Changing Society*. Princeton: Princeton University Press. Pp. 45-66. (undergrads and grads)

Hunter, James Davison. 1991. *Culture Wars.* New York: Basic Books. Pp. 107-132, 173-196. (undergrads and grads)

Kristof, Nicholas. 2010. "Religion and Women," *New York Times*, January 9. Accessed from (http://www.nytimes.com/2010/01/10/opinion/10kristof.html). (undergrads and grads)

Lakoff, George. 2016. "Why Trump?" GeorgeLakoff.com, March 2. Accessed from (https://georgelakoff.com/2016/03/02/why-trump/). (undergrads and grads)

Undergrads: 99 pages

Grad Readings
Avishai, Orit. 2016. "Theorizing Gender from Religion Cases: Agency, Feminist Activism, and Masculinity." *Sociology of Religion* 77(3):261-279. (grads)

McConkey, Dale. 2001. "Whither Hunter's Culture War? Shifts in Evangelical Morality, 1988-1998." *Sociology of Religion* 62(2):149-174. (grads)

Prickett, Pamela. 2015. "Negotiating Gendered Religious Space: The Particularities of Patriarchy in an African American Mosque." Gender & Society 29(1):51-72. (grads)

Grads: 163 pages

Reading Questions (undergrads and grads)

1. What is the "culture wars" framing of religion in the public sphere?
2. What critiques does Edgell (2006) make of Hunter's (1991) idea of culture wars?
3. Why does Lakoff (2016) think that understanding families can help us understand politics?
4. According to Bartkowski (2004), how has the Promise Keepers movement been able to promote different and seemingly contradictory models of masculinity?

Reading Questions (grads)

1. Many have critiqued Hunter's (1991) idea of culture wars. How does McConkey (2001) critique Hunter? Do you agree with his assessment?
2. How does the social space examined by Prickett (2015) shape the agentic action of Muslim women?

Discussion Leader: Esmeralda Sanchez

Memo writers (2): Julian Culver, DeAnna Daniels

Week 9, March 6: Religion and the Media

Undergrad and Grad Readings

Campbell, Heidi. 2010. *When Religion Meets New Media*. New York: Routledge. Pp. 19-41.

Dash, Anil, and Krista Tippett. 2017. "Tech's Moral Reckoning." *On Being,* January 12. Accessed from (https://onbeing.org/programs/anil-dash-techs-moral-reckoning/).

Ecklund, Elaine Howard, and Christopher Scheitle. 2017. *Religion Vs. Science: What Religious People Really Think*. New York: Oxford University Press. Pp. 152-158.

Pew Research Center. 2014. "Religion and Electronic Media." *Pew Research Center*, November 6. Accessed from (http://www.pewforum.org/2014/11/06/religion-and-electronic-media/).

Preston, Jennifer. 2011. "Facebook Page for Jesus, With Highly Active Fans." *The New York Times*, September 4. Accessed from (http://www.nytimes.com/2011/09/05/technology/jesus-daily-on-facebook-nurtures-

highly-active-fans.html?utm_source=huffingtonpost.com&utm_medium=referral&utm_campaign=pubexchange_article).

Undergrads and Grads: 61 pages

Reading Questions (undergrads and grads)
1. Why do Dash and Tippett (2017) describe social media as a "moral sphere"? How does this relate to our discussion of religion?
2. According to Campbell (2010), how is "new media" different than "old media"?

Discussion Leader: Wendy Wu

Memo writers (2): Allan Farrell, Wendy Wu

Week 10, March 13: NO CLASS DUE TO SPRING BREAK

Week 11, March 20: Religion, Race/Ethnicity, and Immigration

Undergrad and Grad Readings
Considine, Craig. 2015. "Muslims Aren't a Race, So I Can't Be Racist, Right? Wrong." *Huffington Post*, November 11. Accessed from (http://www.huffingtonpost.com/craig-considine/muslims-are-not-a-race_b_8591660.html). (undergrads and grads)

Emerson, Michael O., and Christian Smith, 2001. *Divided by Faith: Evangelical Religion and the Problem of Race in America*. New York: Oxford. Pp. 135-168. (undergrads and grads)

Joshi, Khyati Y. 2006. "The Racialization of Hinduism, Islam, and Sikhism in the United States." *Equity & Excellence in Education* 39(3):211-226. (undergrads and grads)

Yang, Fenggang, and Helen Rose Ebaugh. 2001. "Transformations in New Immigrant Religions and Their Global Implications." *American Sociological Review* 66(2):269-288. (undergrads and grads)

Undergrads: 72 pages

Grad Readings
Cadge, Wendy, and Elaine Howard Ecklund. 2007. "Immigration and Religion." *Annual Review of Sociology* 33:359-379. (undergrads and grads)

Ecklund, Elaine Howard. 2005. "'Us' and 'Them:' The Role of Religion in Mediating and Challenging the Model Minority and Other Civic Boundaries." *Ethnic and Racial Studies* 28(1):132-150. (grads)

Eliasoph, N., & Lichterman, P. 2003. "Culture in Interaction." *American Journal of Sociology*. 108(4).

Emerson, Michael O., Elizabeth Korver-Glenn, and Kiara W. Douds. 2015. "Studying Race and Religion: A Critical Assessment." *Sociology of Race and Ethnicity* 1(3):349-359. (grads)

Selod, Saher, and David G. Embrick. 2013. "Racialization and Muslims: Situating the Muslim Experience in Race Scholarship." *Sociology Compass* 7(8):644-655. (grads)

Grads: 160 pages

Reading Questions (undergrads and grads)
1. Considine (2015) and Joshi (2006) argue that Muslims have been racialized in the United States. What does it mean to be "racialized" and why is it important for how we understand the experience of Muslim immigrants? To what extent does racialization make religion public?
2. What are cultural tools (Emerson and Smith 2000) and how do they affect how religious groups approach issues of racial inequality?

Reading Questions (grads)
1. According to Yang and Ebaugh (2001), why are many immigrant congregations both expanding their institutional boundaries *and* rediscovering their theological heritage?

OP ED #2 DUE AT 9A TODAY; POST TO CANVAS

Discussion Leader: Raul Casarez

Memo writer (1): Raul Casarez

Week 12, March 27: Religion in Education and the Workplace

Bob Thomson, RPLP postdoctoral fellow, will host class

John Schmalzbauer skypes into class today

Undergrad and Grad Readings

Justice, Benjamin, and Colin Macleod. 2017. "Does Religion Have a Place in Public Schools?" *The Atlantic*, February 9. Accessed from (https://www.theatlantic.com/education/archive/2017/02/does-religion-have-a-place-in-public-schools/516189/). (undergrads and grads)

Lindsay, D. Michael. 2008. *Faith in the Halls of Power: How Evangelicals Joined the American Elite*. New York: Oxford University Press. Pp. 117-136, 161-185. (undergrads and grads)

Liptak, Adam. 2014. "Supreme Court Rejects Contraceptives Mandate for Some Corporations." *New York Times*, June 30. Accessed from (https://www.nytimes.com/2014/07/01/us/hobby-lobby-case-supreme-court-contraception.html?_r=0). (undergrads and grads)

Schmalzbauer, John. 2003. *People of Faith: Religious Conviction in American Journalism and Higher Education*. Ithaca, NY: Cornell University Press. Pp. 1-43. (undergrads and grads)

Wertheimer, Linda K. 2015. "Public Schools Shouldn't Preach. But they Should Teach Kids about Religion." *Washington Post*, September 8. Accessed from (https://www.washingtonpost.com/posteverything/wp/2015/09/08/schools-shouldnt-preach-but-they-should-teach-about-religion/?utm_term=.2f7dcb779043). (undergrads and grads)

Undergrads: 90 pages

Grad Readings
Cadge, Wendy, and Mary Ellen Konieczny. 2014. "'Hidden in Plain Sight': The Significance of Religion and Spirituality in Secular Organizations." *Sociology of Religion* 75(4):551-563. (grads)

Miller, David W. 2007. *God at Work: The History and Promise of the Faith at Work Movement*. New York: Oxford University Press. Pp. 3-22, 105-124. (grads)

Grads: 143 pages

Reading Questions (undergrads and grads)
1. Compare the arguments made by Justice and MacLeod (2017) and Wertheimer (2015). What fears are they responding to as they make arguments for the role of religion in schools?
2. According to Schmalzbauer (2003), why are journalists and social scientists "the quintessential Enlightenment professions" and what does this label say about the role of religion in these fields?

Reading Questions (grads)
1. In what kind of ways do Cadge and Konieczny (2014) see religion and spirituality entering "secular" spaces?

Memo writer (1): Esmeralda Sanchez

Part III. Religion Helps and Hurts

Week 13, April 3: Religion and Social Movements

Cleve Tinsley visits class today to talk about religion in Black Lives Matter

Undergrad and Grad Readings
Berkley Forum on Religion and Black Lives Matter. 2016. Georgetown University. Accessed from (https://berkleycenter.georgetown.edu/forum/religion-and-black-lives-matter). (undergrads and grads)

- Johnson, Terrence L. 2016. "Black Lives Matter and the Black Church."
- Pinn, Anthony. 2016. "How Black Lives Matter Challenges Twentieth Century Models of Protest."
- Sorett, Josef. 2016. "#BlackLivesMatter and the Heterodox History of Afro-Protestantism."
- Winters, Joseph. 2016. "On Breaks and Specters."

Hoffman, Michael, and Amaney Jamal. 2014. "Religion in the Arab Spring: Between Two Competing Narratives." *The Journal of Politics* 76(3):593-606. (undergrads and grads)

Pattillo-McCoy, Mary. 1998. "Church Culture as a Strategy of Action in the Black Community." *American Sociological Review* 63(6):767-784. (undergrads and grads)

Rinaldo, Rachel. 2008. "Envisioning the Nation: Women Activists, Religion and the Public Sphere in Indonesia." *Social Forces* 86(4):1781-1804. (undergrads and grads)

Smith, Christian. 1996. "Correcting a Curious Neglect, or Bringing Religion Back In." Pp. 1-25 in *Disruptive Religion*, edited by C. Smith. New York: Routledge. (undergrads and grads)

Tippett, Krista, Patrisse Cullors, and Robert Ross. 2017. "The Spiritual Work of Black Lives Matter." *On Being* Podcast, May 25. Accessed from (https://itunes.apple.com/us/podcast/on-being-with-krista tippett/id150892556?mt=2&i=1000385807852).

Undergrads: 89 pages

Grad Readings
Stark, Rodney. 2003. *For the Glory of God: How Monotheism Led to Reformations, Science, Witch-Hunts, and the End of Slavery*. Princeton: Princeton University Press. Pp. 1-13. (grads)

Williams, Rhys H., and Susan M. Alexander. 1994. "Religious Rhetoric in American Populism: Civil Religion as a Movement Ideology." *Journal for the Scientific Study of Religion* 33(1):1-15. (grads)

Grads: 115 pages

Reading Questions (undergrads and grads)
1. According to Smith (1996), why is religion such a powerful force in spurring collective action?

2. Pattillo-McCoy (1998) argues that the Black church in the US has shown a unique ability to organize and support activism. What reasons does she provide?

Reading Questions (grads)

1. Why does Stark (2003) suggest that monotheism might be the most significant innovation in religious history? What does monotheism have to do with social movements? What do you think of Stark's arguments?

FINAL PAPER INTRODUCTION AND ANNOTATED OUTLINE DUE TODAY

Discussion Leader: DeAnna Daniels

Memo writer (1): Dan Bolger, DeAnna Daniels

Week 14, April 10: Religion, Freedom, Terrorism/ Violence

Undergrad and Grad Readings

Cavanaugh, William T. 2009. *The Myth of Religious Violence: Secular Ideology and the Roots of Modern Conflict*. New York: Oxford. Pp. 181-230. (undergrads and grads)

Dawkins, Richard. 2006. *The God Delusion*. New York: Houghton Mifflin. Pp. 298-316. (undergrads and grads)

Grim, Brian J, and Roger Finke. 2011. *The Price of Freedom Denied*. New York: Cambridge University Press. Pp. 61-87. (undergrads and grads)

Gutting, Gary. 2016. "How Religion Can Lead to Violence." *New York Times*, August 1. Accessed from (https://www.nytimes.com/2016/08/01/opinion/how-religion-can-lead-to-violence.html?_r=0). (undergrads and grads)

Kirkpatrick, David, and Mayy El Sheikh. 2013. "Egypt Military Enlists Religion to Quell Ranks." *New York Times*, August 28. Accessed from (http://www.nytimes.com/2013/08/26/world/middleeast/egypt.html?pagewanted=all). (undergrads and grads)

Undergrads: 100 pages

Grad Readings

Elshtain, Jean Bethke. 1987. *Women and War*. Chicago: University of Chicago Press. Pp. 121-156. (grads)

Juergensmeyer, Mark. 2003 (3rd ed.). *Terror in the Mind of God: The Global Rise of Religious Violence*. Berkeley, CA: University of California Press. Pp. 148-166. (grads)

Grads: 153 pages

Reading Questions (undergrads and grads)
1. According to Grim and Finke (2011), how do governmental attempts to restrict religious practice affect rates of violent religious persecution at the national level?
2. According to Cavanaugh (2009), how has the "myth of religious violence" been utilized by the US government and to what ends?

Reading Questions (grads)
1. Why did the dominant Christian paradigm for conflict move from radical pacifism to just war discourse (Elshtain 1987)?

Memo writer (1): Colton Cox, Wendy Wu

EXAM WILL OCCUR TODAY DURING FIRST ½ OF CLASS PERIOD

Week 15, April 17th: Crossing Religious Boundaries

Undergrad and Grad Readings
Isaacs, William. 2008. *Dialogue: The Art of Thinking Together*. New York: Currency. Pp. 17-48. (undergrads and grads)

Patel, Eboo. 2012. *Sacred Ground: Pluralism, Prejudice, and the Promise of America*. Boston: Beacon Press. Pp. 107-128. (undergrads and grads)

Ruark, Jennifer. 2017. "Campuses Are the Place for Difficult Conversations About Faith." *The Chronicle of Higher Education*, February 3. Accessed from (http://www.chronicle.com/article/Campuses-Are-the-Place-for/239058?cid=at&utm_source=at&utm_medium=en&elqTrackId=f19c8528545b4023902edf13fac7882a&elq=08fb55227a8d4ec198fce2d18ecce459&elqaid=12425&elqat=1&elqCampaignId=5053). (undergrads and grads)

Supiano, Beckie. 2016. "What It's Like to Teach Islam 101 When Anti-Muslim Rhetoric Runs High." *Chronicle of Higher Education*, January 26. Accessed from (http://www.chronicle.com/article/What-Its-Like-to-Teach-Islam/235034). (undergrads and grads)

Undergrads and Grads: 57 pages

Reading Questions (undergrads and grads)
1. Why does Patel (2012) think that college campuses are important settings for discussing religion?
2. How does Isaacs (2008) define dialogue and what does dialogue have to do with crossing religious boundaries?

CLASS PRESENTATIONS TODAY

FINAL PAPER DUE APRIL 27 AT 5P IN HARD COPY

HONOR CODE:

Students are expected to abide by the Rice Honor System (http://honor.rice.edu/). Violations include, but are not limited to, cheating on exams, having unauthorized possession of an exam, and submitting the work of another person as your own (aka, plagiarism). For this class, students are also prohibited from examining any exams or papers assigned to this class in a previous semester.

When in doubt about what constitutes academic dishonesty, please ask! Ignorance of this policy is not an acceptable excuse for noncompliance.

While the Honor Code system is designed to enforce rules about what is considered acceptable and honorable behavior, Rice does not have a unified Honor Code policy that *defines* these rules.

Therefore, we list below a standard set of rules that will apply to academic writing in sociology classes at Rice. All students must follow this format when citing published works. This includes material drawn from books and journal articles (including those assigned for the course, and additional readings that you find to include in written assignments), in addition to personal interviews and information obtained online. Information from class lectures does not need to be cited in-text or on the reference page, with the exception of in-class films which must be cited in-text, but do NOT need to be listed on the reference page. If you have any questions, please ask!

Unless specified otherwise, ALL paper assignments must be/use:

· Typed
· Double-spaced
· Paginated
· Stapled
· 12-point font
· Times New Roman font
· "Normal" character spacing (this is the default setting in Microsoft Word)
· One-inch margins on all sides
· Equal spacing both between and within paragraphs (remove additional spacing between paragraphs)
· Each assignment must include a title page

Citation Rules for Sociology Classes:

All students are required to follow ASA rules for format and style when writing papers for sociology classes. Below we give examples for both in-text citations and the bibliography page. If you have any questions, please ask -- or you can Google "ASA style guide" to find links to several on-line postings that provide additional detail on rules for citing. Fondren library has also posted this guide on its sociology page: http://libguides.rice.edu/content.php?pid=39852&sid=292401 14

The also have a more general "Research A-Z" page that has good information on the research process, including academic integrity and plagiarism, how to find source material, etc.: http://libguides.rice.edu/researchAZ

A. In-text citations
You must cite the original author if you pull in either exact phrases or sentences, or if you use essentially the same ideas, concepts, or research findings -- even if paraphrasing. That is, even if you rewrite the author's words, you must still cite the original author as the source of the ideas.

· When referencing work in the body of a paper, you must always include (a) the author name, and (b) the year of publication. Example:
In her study of men in "women's professions," Williams (1995) demonstrates that men are not disadvantaged by their gender minority status in the same way that women often are in predominantly male workplaces.

· You can also cite multiple authors who draw on the same ideas, who have similar findings on a similar topic. Example:
Men in "women's professions" often feel their masculinity is called into question by outsiders (Williams 1995; Cross and Bagilhole 2002).

· Whenever you draw on a new idea, concept, or finding, you must use internal citations with author's names and years of publications. However, if you are discussing the same article or author in a series of sentences, you only need to provide a citation the first time. Example:
Miller (1997) demonstrates how the military men in her study engage in gender harassment of their women superiors. She illustrates several forms of this gender harassment, including foot-dragging and rumor spreading.

Note: In the second sentence, there is no citation for the year, as you provided it in the previous sentence. However, if you discuss Miller later in the paper, you will provide the year again to make clear you are discussing the same article.

· When quoting directly, you must also include the page(s) the quote is found on, and enclose the quote in parentheses. Example:
According to Tran (2002:34), the "way of the way is the way."

· For citations with four or more authors, use "et al." rather than list all author names in-text. Example:
Research has documented elevated infant mortality rates among children born to teenage mothers (Jackson et al. 1992).

· Do not use titles of books and articles in your paper, or the author's first name. Rather, use the author's last name and internal citations to give the year of the publication. Example:

INSTEAD of: *Virginia Valian, in her 1999 book Why So Slow: The Advancement of Women, shows that women in professional occupations often advance more slowly than their men counterparts.*
USE: *Valian (1999) shows that women in professional occupations often advance more slowly than their men counterparts.*

Common mistakes you should take care to avoid:

ü In all of these examples listed above, the period comes AFTER the parentheses, NOT before it. Please remember that the author citation is part of the sentence, so it should be listed before you end the sentence with a period.

ü Many students use too many direct quotes from a book or journal article. Quotes should be used very sparingly, while paraphrasing from the text should be the norm.
16

B. Bibliography page
A bibliography page lists all sources cited in the paper. The page should follow the basic format of author, year of publication, title of publication, publisher, and if an article, the volume and page numbers. Here are some examples from a sample reference page:

- Anderson, Maya. 1978. *Ever Heard of Hip Hop?* New York: Oxford University Press.

- Brown, Susan, Amy L. Anderson, and Scott Jones. 2007. "Cohabitation in the United States." *Journal of Marriage and the Family* 32(3):111-125.

- Centers for Disease Control and Prevention. 2006. "Cigarette Use Among High School Students – United States, 1991-2005." *Morbidity and Mortality Weekly Reports* 55:724-726.

- Cleary, Paul D., Lawrence B. Zaborski, and John Z. Ayanian. 2004. "Sex Differences in Health over the Course of Midlife." Pp. 37-63 in *How Healthy Are We? A National Study of Well-being in Midlife,* edited by O.G. Brim, C.D. Ryff, and R.C. Kessler. Chicago: University of Chicago Press.

**Note that all authors after the first author have their first names listed first.

- U.S. Census Bureau. 2002. "Hispanics Growing Fast." Washington, DC: U.S. Department of Commerce. Retrieved March 30, 2007. (http://www.census.gov/hispanic.html).

- Williams, Genia. 1997. "The Lonely Way." *American Journal of Sociology* 42:37-64.

- Zenia, Genco. 2007. Personal Interview. Conducted April 2, 2007.

**Only include if person gives permission to be cited by name.